



# STUDY THE SELF CONCEPT OF SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND LOCALITY

Dr. B. V. Ramana Rao<sup>1</sup> | Anjali Chaturvedi<sup>2</sup>

<sup>1</sup> Asstt. Professor, Govt. College of Education (IASE), Bilaspur (C.G.)

<sup>2</sup> Ph.D Scholar (Education), Dr. C. V. Raman University, Kargiroad, Kota, Bilaspur (C.G.)

## ABSTRACT

The self-concept is what the individual thinks of as his actual self. Self concept is a factor which helps to study the human behavior and personality. It is an individual's attitude towards his/her physical self and own behavior. The main objectives of the topic are to find out the significant mean difference of different dimensions of Self Concept among Boys and Girls Students of Class-IX Students of Secondary School situated in Rural and Urban area. A sample size of 500 class-IX Students were selected and taken up for the study. Self Concept Questionnaire developed by Dr. Raj Kumar Saraswat was used for the study. It has been found that, there is no significant mean difference of Self Concept among Boys and Girls Students of Class-IX Students of Secondary School situated in Rural and Urban area. But significant mean difference is found on social and moral dimension of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area. As a conclusion self concept is very important and essential in developing a student personality.

**KEY WORDS:** Self concept, Boys and Girls, Rural and Urban, Secondary school, Personality, Students.

## INTRODUCTION:

Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitudes, behaviour, personality, values, needs and several other variables which are psychological and behavioural in nature. The behaviour of an individual is to a very great extent dependent upon his view about himself. In other words, we can say that the concept of key to the understanding of his personality trait. It has been observed that a child or group of children when called as stupid or failure act in the same way. Similarly when a person has a high concept of himself he acts in a way which is in keeping with this. He thinks that he is a superior brand of person like Nehru or Gandhi, or some such other leader. He acts in accordance with his concept of these persons. The emergence of a positive self-concept which brings unity and consistency of personality. It is, therefore, necessary that the children are made to learn from the very beginning a constant positive self-concept which is socially acceptable. Self-concept is the perception that individuals have their own worth. This includes a composite of their feelings, a generalized view of their social acceptance, and their personal feelings about themselves (Belmore & Cillessen, 2006). Self-concept is fluid through a child's development and can be influenced by positive parental involvement. Self-concept develops as a result of one's experiences with the environment. Additionally, opinions of significant others, casual attributions, and concrete feedback play a crucial role in the process of self-concept development (Shavelson, Hubner, & Stanton, 1976). The formative middle-school years of a child's life are an important time for the child to develop a positive self-concept. Self-concept is important because it contributes to many different facets of a person's life, from childhood to adulthood.

## SIGNIFICANCE OF THE STUDY:

The self-concept is what the individual thinks of as his actual self. It is me. The phenomenal or perceived self includes the self-concept and those aspects of the environment that an individual identifies with himself-my family, my school, my home, etc. The self-concept and the perceived or phenomenal self are included within the phenomenal or perceived environment. This is also referred to by Combs and Snygg field, his behavioral field, his psychological field, or his life space. It may thus be said that the confused blur of sensations experienced by the infant becomes differentiated during the childhood years into a private world (self-structure) which consists of himself described here as self-concept, the things, extents and people with which he is personally involved, described as phenomenal environment. Self concept is subjective description of what you think you are. We can also view self concept as the labels we constantly use to describe ourselves to others. Self concept is a factor which helps to study the human behavior and personality. It is an individual's attitude towards his/her physical self and own behavior. Mishra 1989 indicates that, self concept is positively related with their school achievement. Hence the researcher is interested and makes sincere effort to verify and test the Self Concept of Boys and Girls class-IX Students of Secondary School situated in Rural and Urban area.

## Statement of the problem:

The problem for the present study is stated as follows:

*"Study the Self Concept of Secondary School Students in relation to Gender and Locality".*

## Operational definition the terms Self Concept:

The self concept as an organizer of behavior is of great importance. Self concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. Mishra 1989 indicates that, self concept is positively related with their school achievement. Self concept is a factor which helps to study the human behavior and personality. It is an individual's attitude towards his/her physical self and own behavior.

## OBJECTIVES OF THE STUDY:

1. There will be no significant mean differences of Self Concept among Boys and Girls Students of Class-IX.
2. There will be no significant mean differences of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area.
3. There will be no significant mean differences of different dimensions of Self Concept among Boys and Girls Students of Class-IX.
4. There will be no significant mean differences of different dimensions of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area.

## HYPOTHESES OF THE STUDY:

1. There will be no significant mean differences of Self Concept among Boys and Girls Students of Class-IX.
2. There will be no significant mean differences of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area.
3. There will be no significant mean differences of different dimensions of Self Concept among Boys and Girls Students of Class-IX.
4. There will be no significant mean differences of different dimensions of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area.

## Sampling:

All the government and private secondary schools level students studying in class-IX of Bilaspur district of Chhattisgarh formed the population of the study. In order to collect the data for the present study 10 Secondary Schools of Bilaspur district of Chhattisgarh situated in Rural and Urban area were selected through purposive sampling techniques. Out of these 10 Secondary Schools 500 students have taken randomly as the subjects of the present investigation.

## Tools used:

The researcher has used the following tools for the present study.

1. Self Concept Questionnaire developed by Dr. Raj Kumar Saraswat.

## Statistical techniques used:

The scores obtained were subject to statistical treatment using proper statistical

techniques. For this purpose Mean, Standard Deviation, t- test, was used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

It has been found that, there is no significant mean difference of Self Concept among Boys and Girls Students of Class-IX.

#### FINDINGS:

**Table 1**  
**Self Concept among Boys and Girls Students of Class-IX.**

Category	N	Mean	SD	SED	t-test Value	df	Significance Level	interpretation
Boys	250	166.02	17.39	1.5	0.16	498	0.05=1.96	HO -1 Accepted
Girls	250	166.26	16.25				0.01=2.59	

**Table 2**  
**Self Concept among students belongs to Rural and Urban.**

Category	N	Mean	SD	SED	t-test Value	df	Significance Level	interpretation
Rural	250	165.22	17.53	1.5	1.22	498	0.05=1.96	HO -2 Accepted
Urban	250	167.06	16.04				0.01=2.59	

It has been found that, there is no significant mean difference of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area.

**Table 3**  
**Dimensions of Self Concept among Boys and Girls Students of Class-IX**

Dimensions	Category.	N	Mean	SD	SED	t-test Value	df	Significance Level	interpretation
Physical	Boys	250	29.0	5.47	0.49	0.61	498	0.05=1.96	Accepted
	Girls	250	29.3	5.59				0.01=2.59	
Social	Boys	250	29.14	4.87	0.44	1.95	498	0.05=1.96	Accepted
	Girls	250	30.0	5.05				0.01=2.59	
Temperamental	Boys	250	28.5	5.22	0.47	2.04	498	0.05=1.96	Rejected at .05 level
	Girls	250	29.46	5.33				0.01=2.59	
Educational	Boys	250	28.94	5.5	0.48	1.87	498	0.05=1.96	Accepted
	Girls	250	29.84	5.19				0.01=2.59	
Moral	Boys	250	26.92	5.38	0.51	1.68	498	0.05=1.96	Accepted
	Girls	250	26.06	6.06				0.01=2.59	
Intellectual	Boys	250	23.68	5.79	0.51	3.72	498	0.05=1.96	Rejected
	Girls	250	21.78	5.69				0.01=2.59	

It has been found that, there is no significant mean difference of physical, social, educational, moral dimensions of Self Concept but significant mean difference is

found on temperamental, intellectual dimension of Self Concept among Boys and Girls Students of Class-IX.

**Table 4**  
**Dimensions of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area.**

Dimensions	Category	N	Mean	SD	SED	t-test Value	df	Significance Level	interpretation
Physical	Rural	250	28.66	5.76	0.49	1.95	498	0.05=1.96	Accepted
	Urban	250	29.62	5.26				0.01=2.59	
Social	Rural	250	28.9	4.94	0.44	3.04	498	0.05=1.96	Rejected
	Urban	250	30.24	4.95				0.01=2.59	
Temperamental	Rural	250	28.54	5.72	0.46	1.91	498	0.05=1.96	Accepted
	Urban	250	29.42	4.8				0.01=2.59	
Educational	Rural	250	29.58	5.02	0.48	0.7	498	0.05=1.96	Accepted
	Urban	250	29.24	5.67				0.01=2.59	
Moral	Rural	250	27.04	5.49	0.5	2.2	498	0.05=1.96	Rejected at .05 level
	Urban	250	25.94	5.93				0.01=2.59	
Intellectual	Rural	250	22.64	5.36	0.52	0.03	498	0.05=1.96	Accepted
	Urban	250	22.62	6.28				0.01=2.59	

It has been found that, there is no significant mean difference of physical, temperamental, educational, intellectual dimensions of Self Concept but significant mean difference is found on social and moral dimension of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area.

#### CONCLUSION:

From the above interpretation it has been found that, there is no significant mean difference of Self Concept among Boys and Girls Students of Class-IX Students of Secondary School situated in Rural and Urban area. But significant mean difference is found on social and moral dimension of Self Concept among class-IX Students of Secondary School situated in Rural and Urban area. As a conclusion self concept is very important and essential in developing a student personality. Parents have to consider various factors that influence the development of more positive self concept. At school the development of student's self concept depends on the focus of teachers in educational psychology in classroom practice. A positive self concept creates a positive classroom learning environment that can contribute to good academic achievement by students.

#### REFERENCES:

1. Aggarwal, Y.P.(1988)-Statistical Method- Concept, Applications And Computation, Sterling Publishers Private Limited, Green Park Extension, New Delhi, 1988.

2. Aggarwal, J.C. (2004). Psychology of learning and Development, Shipra Publication, Delhi.
3. Best, J.W. & Khan J.V. (2008) – Research in Education, New Delhi, Prentice Hall.
4. Bharathi, G. (1984)- A study of self concept and achievement motivation of early adolescents. Fourth Survey of research in Education 1983-88. Vol-II NCERT, New Delhi.P340.
5. Chadda, D.K. (1985)- Self-Concept of Teachers and their Emotional Adjustment” .Fourth Survey of research in Education 1983-88. Vol-II NCERT, New Delhi.P928.
6. Garrett, H.E. and Woodworth, R.S.(1985) – Statistics In Psychology And Education, Vakils, Fetter And Simons Ltd. Bombay (India).
7. Koul, L.(1998)- Methodology of Educational Research, New Delhi, Vikas Publication.
8. Pandit, I. (1985)- A study of the psychological needs and self-concept of Adolescents and their bearing on Adjustment. Fourth Survey of research in Education 1983-88. Vol-II NCERT, New Delhi.